

Trainer's Guide

Module 5.3

Basic communication means



Presenter's name: _____

Date: _____

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5.3 Imitation

Learning objectives

By the end of the section, we will understand:

Why imitation is important in communication?

How imitation can be used to help communication for persons with IDD?

Content

It is important to work on and implement imitation because it is one of the learning methods most used by neurotypical children during their development. In the context of intellectual disability, even if it is delayed in time, it emerges spontaneously and is relatively easy to work on. It is important for gestural communication. The potential difficulties observed are generally motor rather than behavioural.

However, when a person has an autism spectrum disorder (as a main feature or associated with intellectual disability), imitation is much more limited and only occurs spontaneously in certain situations. It only seems to take place:

- on concrete things: in this case, it leads with difficulty to reappropriation and creation,
- in the moment and not in a deferred way (here and now): in this case, it is an exact copy without any variation of the model.

Moreover, the sequences imitated are often devoid of meaning and social understanding.

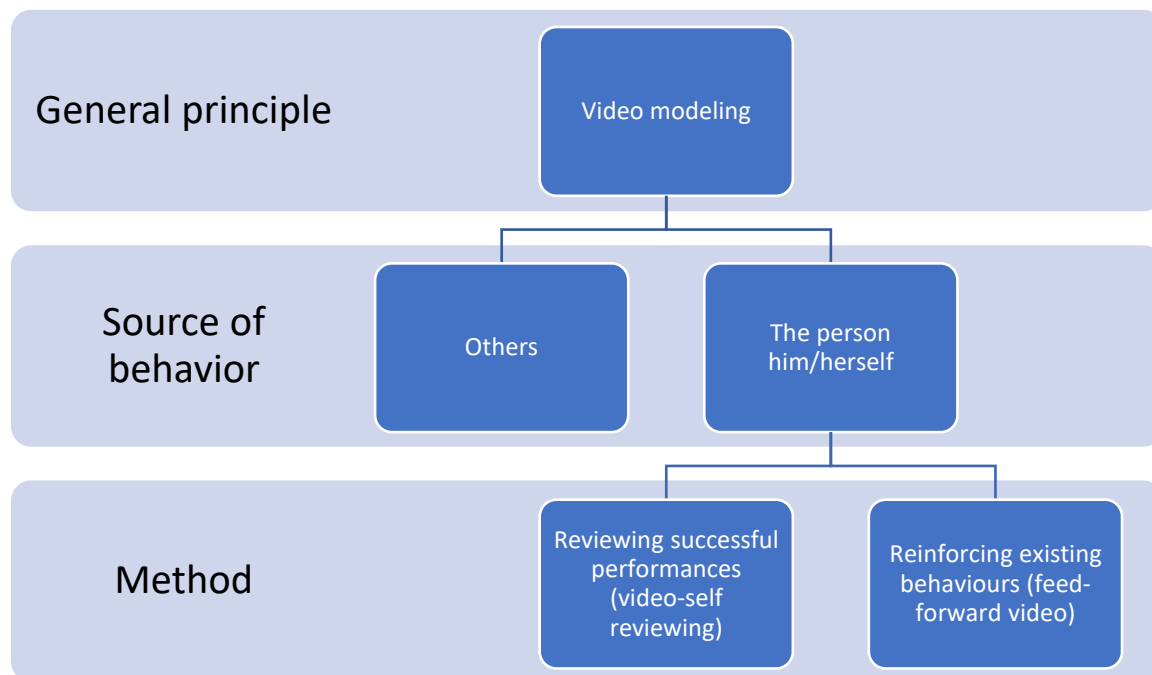
How can we encourage learning to imitate?

For people with no motor limitations, (Nadel & Pezé, 2017) recommends using video. This technique can be used with people with IDD as well as with people with ASD. It is rooted in

the growing interest of people (whatever their profile) in screens. Nadel proposes two approaches to the work:

1. learning by observing one's own behaviour and its consequences, or
2. learning by observing the consequences of the behaviour of others.

Work sessions using video can therefore be organised as follows:



Video interaction guidance	Video modelling
Show the person's positive interactions on the video to encourage a process of positive change.	<p>Video guidance with a learning objective</p> <p>Modelling then consists of presenting desirable behaviours and organising reinforcers when the person reproduces them.</p> <p>The aim is to make people understand that these behaviours have positive consequences.</p>

Video self-reviewing	Feed-forward video
<ul style="list-style-type: none"> Reviewing previously successful performances Recording the child's behaviours and dividing them into 1-to-2- 	<ul style="list-style-type: none"> Encourage success with targeted actions which are already partly present in the child's repertoire.

minute clips showing successful positive performances <ul style="list-style-type: none"> • Showing the videos to the child several times a week at intervals of 2 to 8 weeks 	<ul style="list-style-type: none"> • As the process progresses: remove the aids that contributed to success → suggest to the child that he can succeed without help.
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The video Self Modelling technique is effective at all verbal and cognitive levels.

BIBLIOGRAPHY

Nadel, J., & Pez  , A. (2017). What makes immediate imitation communicative in toddlers and autistic children? In *New perspectives in early communicative development* (p. 139-156). Routledge.
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315111322-9/makes-immediate-imitation-communicative-toddlers-autistic-children-jacqueline-nadel-anna-pezz  >

2. Materials Needed

The slides for this presentation (COM-IN_PR3_Training Module_5_3_EN.pptx)

A videoprojector



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3. Slides and Content

Slide n°2



Module 5. Basic communication means



Chapter 1: Gaze
Chapter 2: Pointing
Chapter 3: Imitation
Chapter 4: Gestures

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Content :

Notes :

Slide n°3



Module 5. Basic communication means



Chapter 3: Imitation

Learning Objectives

- Understand why imitation is important in communication
- How imitation can be used to help communication for persons with IDD

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Content :

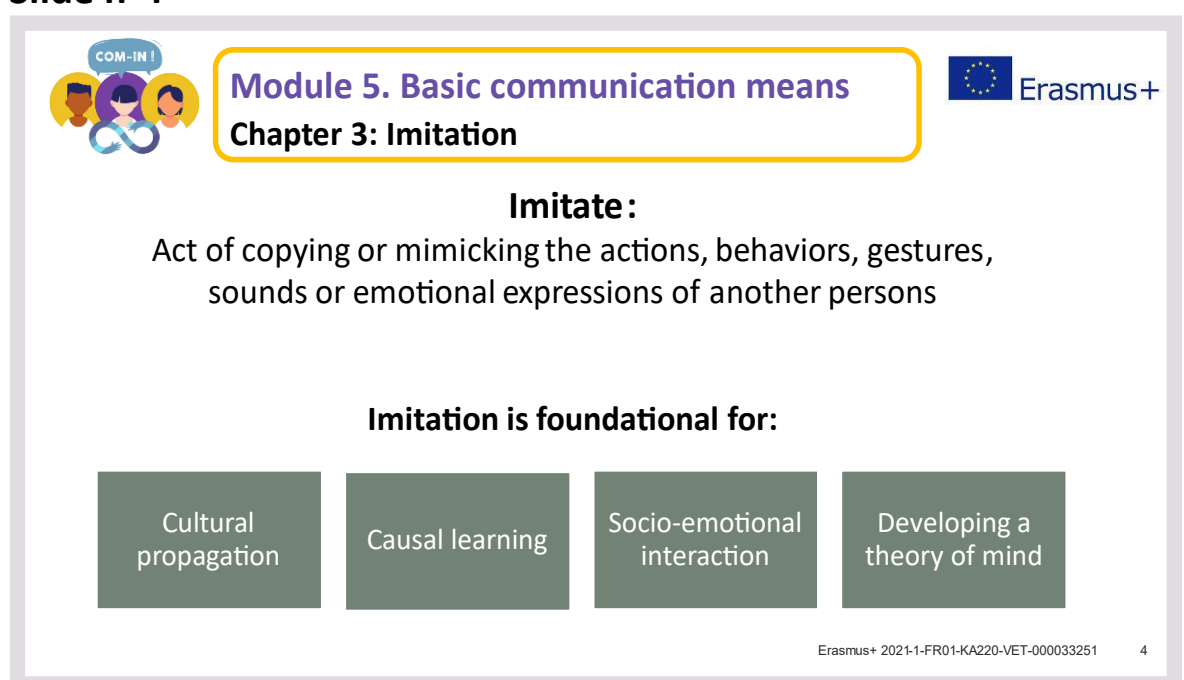
Learning objectives

By the end of the section, we will understand:

- Why imitation is important in communication?
- How imitation can be used to help communication for persons with IDD?

Notes :

Slide n°4



Module 5. Basic communication means
Chapter 3: Imitation

Imitate :
Act of copying or mimicking the actions, behaviors, gestures, sounds or emotional expressions of another persons

Imitation is foundational for:

- Cultural propagation
- Causal learning
- Socio-emotional interaction
- Developing a theory of mind

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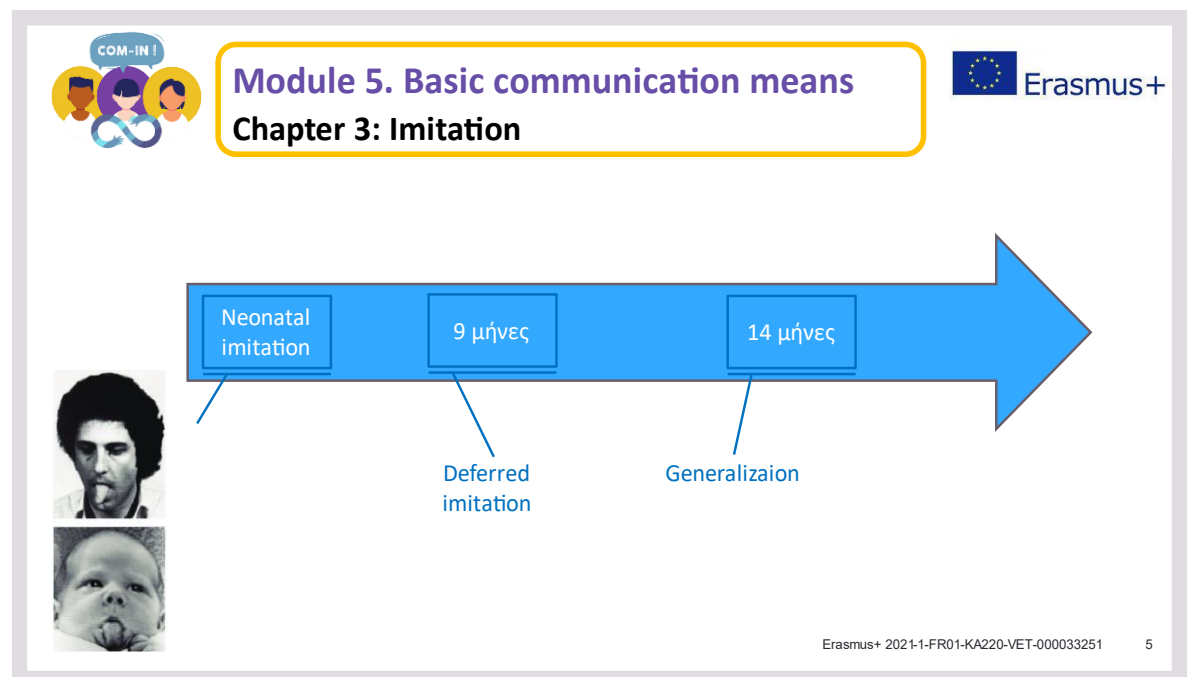
Content :

Imitate is the act of copying or mimicking the actions, behaviors, gestures, sounds or emotional expressions of another persons
It is essential for child development, it allows
cultural propagation,
causal learning (children use their observational experiences to know how to realize an action),
social-emotional interaction (imitation is conceived as an aspect of communication between individuals)
and developing a theory of mind (authors consider that while imitating, children realize the equivalence between themselves and others at the level motor, this provide the experience promoting that others have mental states)

Thus it is important to work on and implement imitation. It is one of the learning methods most used by neurotypical children during their development.

Notes :

Slide n°5



Content :

Imitation arises early in ontogeny.

Neonates for instance imitates for instance facial expressions

Deferred imitation, i.e. imitation after a delay, has been observed in 9-months-old infants

Young children are also able, by 14 months of age, to generalize and imitate across object properties and context changes

Notes :

Slide n°6



Module 5. Basic communication means

Chapter 3: Imitation



Στη Νοητική Να

- delayed in time but emerges spontaneously
- Motor rather than behavioural difficulties

In autism spectrum disorders

- Όχι με αναβαλλόμενο τρόπο = ακριβές αντίγραφο του μοντέλου, χωρίς καμία παραλλαγή
- Σε συγκεκριμένα πράγματα
- Χωρίς κοινωνική κατανόηση

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Content :

In the context of intellectual disability, even if it is delayed in time, it emerges spontaneously and is relatively easy to work on. It is important for gestural communication. The potential difficulties observed are generally motor rather than behavioural.

However, when a person has an autism spectrum disorder (as a main feature or associated with intellectual disability), imitation is much more limited and only occurs spontaneously in certain situations. It only seems to take place:

- on concrete things: in this case, it leads with difficulty to reappropriation and creation,
- in the moment and not in a deferred way (here and now): in this case, it is an exact copy without any variation of the model.

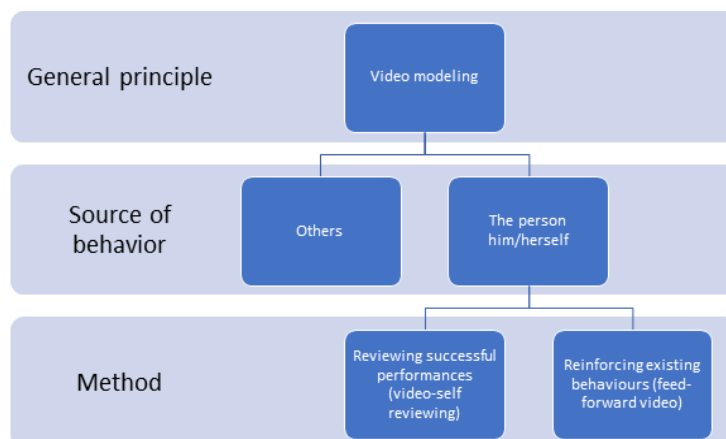
Moreover, the sequences imitated are often devoid of meaning and social understanding.

Notes :

Slide n°7



Module 5. Basic communication means Chapter 3: Imitation



Nadel & Pez , 2017

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Content :

How can we encourage learning to imitate?

For people with no motor limitations, (Nadel & Pez , 2017) recommends using video. This technique can be used with people with IDD as well as with people with ASD. It is rooted in the growing interest of people (whatever their profile) in screens.

Nadel proposes two approaches to the work:

1. learning by observing the consequences of the behaviour of others or
2. learning by observing one's own behaviour and its consequences

Work sessions using video can therefore be organised as indicated on the figure.

With video interaction guidance, one shows the person's positive interactions on the video to encourage a process of positive change.

Video modelling can be used: it consists in video guidance with a learning objective. Modelling consists of presenting desirable behaviours and organising reinforcers when the person reproduces them. The aim is to make people understand that these behaviours have positive consequences.

Notes :

Slide n°8



Module 5. Basic communication means Chapter 3: Imitation



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Video self-reviewing	Feed-forward video
<ul style="list-style-type: none">• Recording the child's behaviours and dividing them into 1 -to-2-minute clips showing successful positive performances• Showing the videos to the child several times a week at intervals of 2 to 8 weeks	<ul style="list-style-type: none">• Ενθαρρύνετε την επιτυχία με στοχευμένες ενέργειες που υπάρχουν ήδη εν μέρει στο ρεπερτόριο του παιδιού.• Καθώς η διαδικασία εξελίσσεται: αφαιρέστε τα βοηθήματα που συνέβαλαν στην επιτυχία• → υποδείξτε στο παιδί ότι μπορεί να επιτύχει και χωρίς βοήθεια.

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Content :

The two methods used in video-modelling mentioned in the previous slide where someone learns by observing his/her own behaviour and its consequences are video self-reviewing and feed-forward video.

Video self-reviewing consists of reviewing previously successful performances. The child's behaviours are recorded and divided into 1-to-2-minute clips showing successful positive performances. The videos are shown to the child several times a week at intervals of 2 to 8 weeks.

Feed-forward video consists of encouraging success with targeted actions which are already partly present in the child's repertoire.

The video Self Modelling technique is effective at all verbal and cognitive levels.

Notes :



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Slide n°9



Module 5. Basic communication means Chapter 2: Imitation



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- Nadel, J., & Pezé, A. (2017). What makes immediate imitation communicative in toddlers and autistic children? In *New perspectives in early communicative development* (p. 139-156). Routledge.
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- Meltzoff, A. N., & Williamson, R. A. (2013). Imitation: Social, cognitive, and theoretical perspectives. In P. R. Zelazo (Ed.). *Oxford handbook of developmental psychology* (pp. 651–682). NY: Oxford University Press

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Content :

Notes :



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